Ethnic Studies
Northshore School District

CMAC Update
April 18, 2022

Melissa Riley and Ayva Thomas
Ethnic Studies Overview

- Ethnic Studies Timeline
- P-12 Framework Update
- Ethnic Studies High School Course Update
- Resources
- Questions
Ethnic Studies Timeline

2019-20

- Small Ethnic Studies Work Team
- CMAC Update
- Senate Bill 5023 & Senate Bill 6066

2020-21

- Launched Core Design Team and Collaborative Learning Team

2021-22

- Complete NSD framework draft
- Draft high school course
- OSPI Ethnic Studies Framework and Open Educational Resources

2022-23

- Pilot NSD framework
- Pilot high school course
- Community Education and Feedback
- CMAC & School Board

2023-24

- Implement framework and course
- Professional Learning & Community Engagement
Framework Components

- Themes
- Enduring Understandings
- Essential Questions
- Guiding Questions
- Learning Targets
- Vocabulary
- Planning Considerations
- Correlating Standards
- Correlating Curriculum

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<table>
<thead>
<tr>
<th>Identity</th>
<th>Power and Oppression</th>
<th>History of Resistance and Liberation</th>
<th>Healing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal identities</td>
<td>Social structures</td>
<td>Histories of resisting oppression</td>
<td>Celebrating and humanizing one another, ourselves</td>
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<tr>
<td>Social identities</td>
<td>Resources and/in community</td>
<td>Centering voices within oppressed</td>
<td>Working to undo forms of oppression</td>
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<tr>
<td>Intersectionality</td>
<td>Types of power</td>
<td>communities</td>
<td>Working as a collective toward justice</td>
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<td></td>
<td>Forms of oppression</td>
<td>Building solidarity across</td>
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<td></td>
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### Framework Application

#### Enduring Understandings

<table>
<thead>
<tr>
<th>Art/Music</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
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<tr>
<th><strong>Classroom Environment</strong></th>
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- The amplification and centering of counter narratives and historically minoritized groups promotes healing.
- Belonging (whether to a culture, to a group, to a history) is a rich resource for healing.
- It is important to value the experiences, identities, and contributions of all.
- Connectedness, self-love, healing, and trauma recovery benefit all.
- Restorative justice is a necessary component of healing.
Next Steps - P-12 Framework

- Continuing the Ethnic Studies Work Team to pilot the framework
  - Professional Development for Pilot Teachers
  - Deeper dive into integrated lessons
  - Connecting Ethnic Studies Pedagogy to effective practices that are culturally responsive, inclusive, and high leverage
  - Continuing to deepen content knowledge

- Focusing family and community members on the team on family and community engagement
Course Guide

- Scope and Sequence
  - 8 Mini Units
    - Central Ideas
    - Relevant Content
    - Inquiry & Choice
    - Cross Cutting Concepts

- Supporting Resources
Next Steps - High School Pilot

- Offered in our 4 comprehensive high schools
- Prioritize 1st Semester, 2nd Semester optional
- Working on a balance of resources that are common across the course and expansive enough to support a range of student interest
- Cross-building PLC for teachers
- Shifting the cycle of feedback to amplify student voice
- Context-embedded experiential learning and data gathering to inform adjustments and recommendations
Learn More: Related Research & Reading Resources

Books

- Rethinking Ethnic Studies (2019)
- Planting the Seeds of Equity: Ethnic Studies and Social Justice in the K-2 Classroom (2020)
- Being the Change (2019)
- This Book is Anti-Racist (2020)

Websites

- Washington State Ethnic Studies Portal

Research

- Stanford Review: https://news.stanford.edu/2016/01/12/ethnic-studies-benefits-011216/
- The Academic and Social Value of Ethnic Studies (NEA Report, 2011)
- Toward an Ethnic Studies Pedagogy: Implications for K-12 Schools from the Research
Questions?

Thank you!